

FLAP Competitive Preference Priority Questions and Answers

How do applicants meet the competitive preference priority for the Foreign Language Assistance Program competition?

The Competitive Preference Priority for the Foreign Language Assistance Program (FLAP) competition for Fiscal Year 2005 is for applications describing programs that are carried out through a consortium comprised of the State educational agency (SEA) and an elementary or secondary school or a local educational agency (LEA).

In selecting a school or schools, applicants should consider those that will benefit most from participating in the FLAP project. The Department strongly encourages applications from projects that would involve schools, particularly high-poverty schools, that do not have foreign language programs or that have limited foreign language programs because the adoption of foreign language programs in these types of schools would be a particularly effective way to advance the purposes of the FLAP. However, a decision to involve a high-poverty school or a school with no or limited foreign language classes will not affect the point scores applications receive in peer reviews.

Are applicants given competitive preference based on the number of schools that participate in the consortium?

An applicant is given competitive preference if it describes a project that will be carried out through a consortium of the SEA and at least one elementary or secondary school or an LEA.

A consortium may include more than one elementary or secondary school and more than one LEA. An applicant that describes a program that will be carried out by a consortium that is comprised of more than one elementary or secondary school or LEA will not receive additional preference, beyond the competitive preference.

Will applicants that plan to partner with other organizations receive competitive preference?

Applicants may propose partnerships with other organizations and agencies, such as other SEAs, institutions of higher education, and community-based organizations. Such partnerships however do not provide a basis for competitive preference.

How may consortium schools participate in the FLAP project?

Applicants have flexibility in determining how a school or LEA that is included in a project consortium will participate in the FLAP project. Consortium partners may be involved in planning, implementing and evaluating the FLAP project. Consortium partner representatives may serve in an advisory capacity to the project. Consortium partner schools may also be used to pilot activities that will be later implemented in other schools in the State.

May the needs assessed for the proposed FLAP project include the assessment of needs in the consortium schools?

In assessing needs for the proposed project, applicants should consider needs for services and how they will be addressed by the project to promote systemic approaches to improving foreign language learning in the State. Applicants may also consider specific needs of consortium partner schools or LEAs.

May FLAP funds be used for foreign language activities in the consortium school?

Funds may be used to implement foreign language activities in the consortium school or LEA that support the objectives of the proposed plan. The grantee may reimburse grant-related costs for activities conducted by consortium partners.

The SEA and its consortium partners determine the proposed level of funding to support foreign language activities in the consortium school or district.

In planning the budget, applicants should ensure that proposed budget expenditures support proposed objectives and activities.